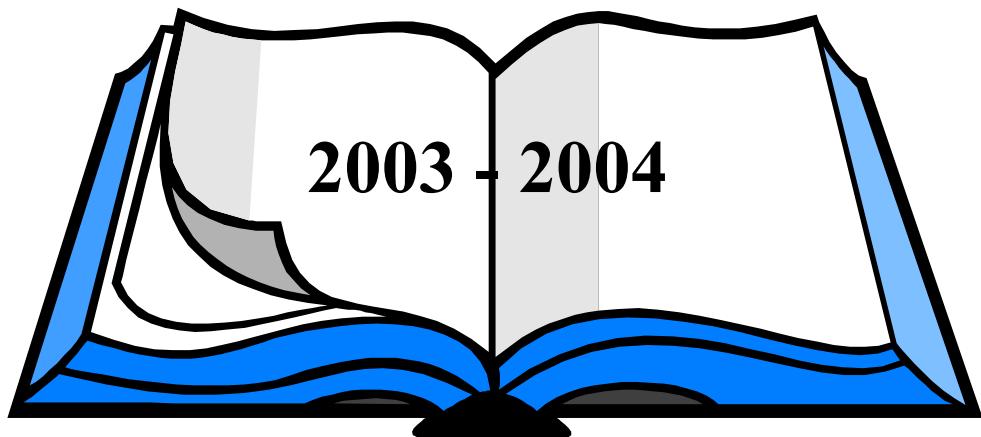


Community Services Grant Program



Rubrics

COMMUNITY SERVICE GRANT PROGRAM

Rating and Performance Evaluation Sheet

Applicant Name _____

County Code	District Code
-	-

Section 1: Community Service Component	Possible Points	Points Earned
	<u>8</u>	_____
Section 2: Character Development Component	Possible Points	Points Earned
	<u>4</u>	_____
Section 3: Reflection and Debriefing Component	Possible Points	Points Earned
	<u>4</u>	_____
Section 4: Student Transition and Support Services Component	Possible Points	Points Earned
	<u>4</u>	_____
Section 5: Collaboration and Partnerships	Possible Points	Points Earned
	<u>4</u>	_____
Section 6: Program Evaluation	Possible Points	Points Earned
	<u>4</u>	_____
Section 7: Organizational Capacity	Possible Points	Points Earned
	<u>4</u>	_____
Section 8: Budget Narrative	Possible Points	Points Earned
	<u>8</u>	_____
Total Points	40	

Reader Name (*print*) _____

Signature _____

Date _____

Must receive a minimum score of 28 points to pass.

Section 1 – Community Service Component

Maximum Points Possible 8			
Presents an Exceptional Case Scores a “8”	Presents an Adequate Case Scores a “6”	Presents a Limited Case Scores a “4”	Presents A Minimal Case Scores a “2”
<p>CSGP Component:</p> <ul style="list-style-type: none"> Demonstrates a high level of integration of the students’ community service experience with a comprehensive, coordinated strategy that supports character development, modifies negative behaviors, and addresses barriers to engagement in activities that promote educational achievement. Clearly demonstrates that the CSGP will be based on “principles of effectiveness,” on scientific research, and promising practices, and provide quality community service activities that meet real community needs. Clearly list and describe the proposed community service activities. Clearly demonstrates that community service activities will be age-appropriate, well structured, and organized. Clearly demonstrates a process for informing students about community service activities prior to performance and a process for introducing students to service providers prior to their start date or on the first day of service. Clearly defines a process for referring, tracking, supervising, and monitoring students participating in the CSGP. 	<p>CSGP Component:</p> <ul style="list-style-type: none"> Demonstrates an adequate lead of integration of students’ community service experiences with a comprehensive, coordinated strategy that supports character development, modifies negative behaviors, and addresses adequate barriers to engagement in activities that promote educational achievement. Adequately demonstrates that the CSGP will be based on “principles of effectiveness,” scientific research, and promising practices, and provide quality community service activities that meet real community needs. Adequately list and describe the proposed community service activities. Adequately demonstrates that community service activities will be age-appropriate, well structured, and organized. Adequately demonstrates a process for informing students about community service activities prior to performance and a process for introducing students to service providers prior to their start date or on the first day of service. Adequately defines a process for referring, tracking, supervising, and monitoring students participating in 	<p>CSGP Component:</p> <ul style="list-style-type: none"> Demonstrates limited integration of students’ community service experiences with limited and strategies and coordination to support character development, modify negative behaviors, or address barriers to engagement in activities that promote educational achievement. Provides limited evidence that the CSGP will be based on “principles of effectiveness,” scientific research, and promising practices, or provide quality community service activities that meet real community needs. Provide limited evidence that list and describe the proposed community service activities. Provides limited evidence that community service activities will be age-appropriate, well structured, or organized. Provides limited evidence of a process for informing students about community service activities prior to performance or a process for introducing students to service providers prior to their start date or on the first day of service. Provides limited evidence of processes for referring, tracking, supervising, and monitoring students participating in the CSGP. 	<p>CSGP Component:</p> <ul style="list-style-type: none"> Demonstrates minimal integration of students’ community service experiences with few strategies, or coordination to support character development, modify negative behaviors, or address barriers to engagement in activities that promote educational achievement. Provides minimal evidence that the CSGP will be based on “principles of effectiveness,” scientific research, and promising practices, or provide quality community service activities that meet real community needs. Provides minimal evidence that list and describe the proposed community service activities. Provides minimal evidence that community service activities will be age-appropriate, well structured, or organized. Provides minimal evidence of a process for informing students about community service activities prior to performance or a process for introducing students to service providers prior to their start date or on the first day of service. Provide minimal evidence of processes for referring, tracking, supervising, and monitoring students participating in the CSGP.

<ul style="list-style-type: none"> • Clearly defines effective, evidence-based, and varied activities to be provided. 	the CSGP.	<ul style="list-style-type: none"> • Adequately defines effective evidence-based, and varied activities to be provided. 	<ul style="list-style-type: none"> • Provides minimal evidence-of effective, evidence-based and varied activities to be provided. 	<ul style="list-style-type: none"> • Provides limited evidence of effective, evidence-based, and varied activities to be provided. 	<ul style="list-style-type: none"> • Provides minimal evidence that community service programs and activities will take place in safe and easily accessible facilities and/or locations.
<ul style="list-style-type: none"> • Clearly demonstrates that community service programs and activities will take place in safe and easily accessible facilities and/or locations. 		<ul style="list-style-type: none"> • Adequately demonstrates that community service programs and activities will take place in safe and easily accessible facilities and/or locations. 	<ul style="list-style-type: none"> • Provides limited evidence that transportation issues associated with safe student travel to and from programs and activities have been thoroughly and effectively addressed. 	<ul style="list-style-type: none"> • Provides limited evidence that transportation issues associated with safe student travel to and from programs and activities have been thoroughly and effectively addressed. 	<ul style="list-style-type: none"> • Provides minimal evidence that transportation issues associated with safe student travel to and from programs and activities have been thoroughly and effectively addressed.
<ul style="list-style-type: none"> • Clearly demonstrates that transportation issues associated with safe student travel to and from programs and activities have been thoroughly and effectively addressed. 		<ul style="list-style-type: none"> • Adequately demonstrates that transportation issues associated with safe student travel to and from programs and activities have been thoroughly and effectively addressed. 	<ul style="list-style-type: none"> • Adequately demonstrates an effective process for planning to disseminating information about the program to the community in a manner that is understandable, accessible, and designed to increase program support. 	<ul style="list-style-type: none"> • Provides limited evidence of an effective process for planning to disseminate information about the program to the community in a manner that is understandable, accessible, and designed to maintain program support. 	<ul style="list-style-type: none"> • Provides minimal evidence of an effective process for planning to disseminate information about the program to the community in a manner that is understandable, accessible, and designed to maintain program support.
<ul style="list-style-type: none"> • Clearly demonstrates an affective process for planning to disseminating information about the program to the community in a manner that is understandable, accessible, and designed to increase program support. 		<ul style="list-style-type: none"> • Adequately demonstrates how strong involvement and communication with regular teaching and support staff will be achieved. 	<ul style="list-style-type: none"> • Adequately demonstrates how strong involvement and communication with regular teaching and support staff will be achieved. 	<ul style="list-style-type: none"> • Provides limited evidence of ways that involvement and communication with regular teaching and support staff will be achieved. 	<ul style="list-style-type: none"> • Provides minimal evidence that students will be given opportunities to participate in selecting community service activities and ensured of receiving encouragement and support throughout their community service experiences.
<ul style="list-style-type: none"> • Clearly demonstrates how students will be given opportunities to participate in selecting community service activities, and ensured of receiving encouragement and support throughout their community service experiences. 		<ul style="list-style-type: none"> • Adequately identifies one major CBO that will provide strong community service leadership and practices, and maintain contact with other community service organizations and associations. 	<ul style="list-style-type: none"> • Adequately identifies one major CBO that will provide strong community service leadership and vision related to national, state, and local community service programs, and practices or maintain contact with other community service organizations and associations. 	<ul style="list-style-type: none"> • Provides minimal evidence that a major CBO has been identified that will provide leadership or vision related to national, state, and local community service programs, and practices or maintain contact with other community service organizations and associations. 	<ul style="list-style-type: none"> • Provides limited evidence that one major CBO has been identified that will provide community service leadership or vision related to national, state, and local community service programs and practices, and maintain contact with other community service organizations and associations.

<ul style="list-style-type: none">• Clearly demonstrates that the selected community service organization will have an active role in working with the LEA to providing strong organizational leadership on community service.	<ul style="list-style-type: none">• with other community service organizations and associations• Adequately demonstrates that the selected community service organization will have an active role in working with the LEA to providing strong organizational leadership on community service.	<ul style="list-style-type: none">• maintain contact with other community service organizations and associations.• Provides limited evidence that the selected community service organization will have an active role in working with the LEA to providing strong organizational leadership on community service.	<ul style="list-style-type: none">• organizations and associations.• Provides minimal evidence that the selected community service organization will have an active role in working with the LEA to providing strong organizational leadership on community service.
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Section 2 – Character Development Component

		Maximum Points Possible 4		
Presents an Exceptional Case Scores a “4”		Presents an Adequate Case Scores a “3”	Presents a Limited Case Scores a “2”	Presents a Minimal Case Scores a “1”
<p><i>Character Development:</i></p> <ul style="list-style-type: none"> The proposed program clearly promotes core elements of character, thought processes, coping strategies, cooperation skills, behavioral traits, resiliency and developmental assets that demonstrate effectiveness in helping students avoid negative behaviors. The proposed program clearly provides evidence of opportunities for students to receive consistent and recurring opportunities to observe and/or practice elements of character, thought processes, coping strategies, cooperation skills, behavioral traits, resiliency, and developmental assets that will help students become positive, productive citizens in school and in the community. 	<p><i>Character Development:</i></p> <ul style="list-style-type: none"> The proposed program adequately promotes core elements of character, thought processes, coping strategies, cooperation skills, behavioral traits, resiliency and developmental assets that demonstrate effectiveness in helping students avoid negative behaviors. Adequately provides evidence of opportunities for students to receive consistent and recurring opportunities to observe and/or practice elements of character, thought processes, coping strategies, cooperation skills, behavioral traits, resiliency, and developmental assets that will help students become positive, productive citizens in school and in the community. 	<p><i>Character Development:</i></p> <ul style="list-style-type: none"> The proposed program provides limited evidence of promoting core elements of character, thought processes, coping strategies, cooperation skills, and behavioral traits, resiliency or developmental assets that demonstrate effectiveness in helping students avoid negative behaviors. Provides limited evidence of opportunities for students to receive consistent and recurring opportunities to observe and/or practice elements of character, thought processes, coping strategies, cooperation skills, behavioral traits, resiliency, and developmental assets that will help students become positive, productive citizens in school and in the community. 	<p><i>Character Development:</i></p> <ul style="list-style-type: none"> The proposed program provides minimal evidence of promoting core elements of character, thought processes, coping strategies, cooperation skills, and behavioral traits, resiliency or developmental assets that demonstrate effectiveness in helping students avoid negative behaviors. Provides minimal evidence of opportunities for students to receive consistent and recurring opportunities to observe and/or practice elements of character, thought processes, coping strategies, cooperation skills, behavioral traits, resiliency, and developmental assets that will help students become positive, productive citizens in school and in the community. 	<p><i>Character Development:</i></p> <ul style="list-style-type: none"> The proposed program promotes minimal evidence of promoting core elements of character, thought processes, coping strategies, cooperation skills, and behavioral traits, resiliency or developmental assets that demonstrate effectiveness in helping students avoid negative behaviors. Provides minimal evidence of opportunities for students to receive consistent and recurring opportunities to observe and/or practice elements of character, thought processes, coping strategies, cooperation skills, behavioral traits, resiliency, and developmental assets that will help students become positive, productive citizens in school and in the community.

Section 3 – Reflection and Debriefing Component

Maximum Points Possible 4			
Presents an Exceptional Case Scores a “4”	Presents an Adequate Case Scores a “3”	Presents a Limited Case Scores a “2”	Presents a Minimal Case Scores a “1”
<p><i>Reflection and Debriefing:</i></p> <ul style="list-style-type: none"> • Clearly defines a program design for a reflection and debriefing process. • Clearly occurs before, during, and after the community service activity. • Clearly provides for structured time for students to reflect on their community service experience and give and receive feedback. • Clearly designed to establish a connection between students’ involvement in performing community service and ways the service benefited someone else or contributed to the community. • Clearly describes proposed outcome measures for reflection and debriefing. • Clearly defines a process for students to receive feedback from the beneficiaries of their service. 	<p><i>Reflection and Debriefing:</i></p> <ul style="list-style-type: none"> • Adequately defines a program design for a reflection and debriefing process. • Adequately occurs before, during, and after the community service activity. • Adequately provides for structured time for students to reflect on their community service experience and give and receive feedback. • Adequately establishes a connection between students’ involvement in performing community service and ways the service benefited someone else or contributed to the community. • Adequately describes proposed outcome measures for reflection and debriefing. • Adequately defines a process for students to receive feedback from the beneficiaries of their service. 	<p><i>Reflection and Debriefing:</i></p> <ul style="list-style-type: none"> • Provides limited evidence of a program design for a reflection and debriefing process. • Occurs on a limited basis before, during, and after the community service activity. • Provides limited evidence of structured time for students to reflect on their community service experience and give and receive feedback. • Establishes limited connection between students’ involvement in performing community service and ways the service benefited someone else or contributed to the community. • Provided limited evidence proposed outcome measures for reflection and debriefing. • Provides limited evidence of a process for students to receive feedback from the beneficiaries of their service. 	<p><i>Reflection and Debriefing:</i></p> <ul style="list-style-type: none"> • Provides minimal evidence of a program design for a reflection and debriefing process. • Occurs on a minimal basis before, during, and after the community service activity. • Provides minimal evidence of structured time for students to reflect on their community service experience and give and receive feedback. • Establishes minimal connection between students’ involvement in performing community service and ways the service benefited someone else or contributed to the community. • Provided minimal evidence of proposed outcome measures for reflection and debriefing. • Provides minimal or no evidence of a process for students to receive feedback from the beneficiaries of their service.

Section 4 – Student Transition and Support Services Component

Maximum Points Possible 4			
Presents an Exceptional Case Scores a “4”	Presents an Adequate Case Scores a “3”	Presents a Limited Case Scores a “2”	Presents a Minimal Case Scores a “1”
<p><i>Student Transition and Support Services:</i></p> <ul style="list-style-type: none"> • Clearly provide linkages to a broad array of support services, programs, and activities that facilitate successfully transitioning students back into the educational mainstream. • Clearly describes support services to be provided and describes how they will assist students and families. • Clearly identifies persons involved in coordinating student transition and support services and clearly defines their roles. • Clearly defines a process for student follow-up after students complete their community service activity and return to the educational mainstream. 	<p><i>Student Transition and Support Services:</i></p> <ul style="list-style-type: none"> • Adequately provides linkages to a broad array of support services, programs, and activities that facilitate successfully transitioning students back into the educational mainstream. • Adequately describes support services to be provided and describes how they will assist students and families. • Adequately identifies persons involved in coordinating student transition and support services and adequately defines their roles. • Adequately defines a process for student follow-up after students complete their community service activity and return to the educational mainstream. 	<p><i>Student Transition and Support Services:</i></p> <ul style="list-style-type: none"> • Provides limited evidence of linkages to a broad array of support services, programs, and activities that facilitate successfully transitioning students back into the educational mainstream. • Provides limited description of support services to be provided and describes how they will assist students and families. • Provides limited information about persons involved in coordinating student transition and support services and provides limited information about their roles. • Provides limited evidence of a process for student follow-up after students complete their community service activity and return to the educational mainstream. 	<p><i>Student Transition and Support Services:</i></p> <ul style="list-style-type: none"> • Provides minimal evidence of linkages to a broad array of support services, programs, and activities that facilitate successfully transitioning students back into the educational mainstream. • Provides minimal description of support services to be provided and describes how they will assist students and families. • Provides minimal information about persons involved in coordinating student transition and support services and provides minimal information about their roles. • Provides minimal evidence of a process for student follow-up after students complete their community service activity and return to the educational mainstream.

Section 5 – Collaboration and Partnerships

Maximum Points Possible 4			
Presents an Exceptional Case Scores a “4”	Presents an Adequate Case Scores a “3”	Presents a Limited Case Scores a “2”	Presents a Minimal Case Scores a “1”
<p><i>Collaboration and Partnership:</i></p> <ul style="list-style-type: none"> Clearly demonstrates an effective collaborative process and partnerships that represent a wide variety of committed stakeholders, build upon existing collaboratives, connect existing program strategies, and provide a unified, integrated system of service. Clearly demonstrates effective use of public resources by combining or coordinating all relevant federal, state, and local programs. Clearly describes a realistic, thorough, and effective Sustainability Plan with sufficient resources and partners in place to implement the CSGP and the commitments it provides to sustain community service after the grant period ends. Clearly defines a process for securing input from parents, community members, and other key stakeholder during program implementation, operation, and evaluation. 	<p><i>Collaboration and Partnership:</i></p> <ul style="list-style-type: none"> Adequately demonstrates a collaborative process and partnerships, that represent a variety of committed stakeholders, build upon existing collaboratives, connect existing program strategies and provide a unified, integrated system of service. Adequately demonstrates effective use of public resources by combining or coordinating all relevant federal, state, and local programs. Adequately describes a realistic, thorough, and effective Sustainability Plan with sufficient resources and partners in place to implement the CSGP and the commitments it provides to sustain community service after the grant period ends. Adequately defines a process for securing input from parents, community members, and other key stakeholder during program implementation, operation, and evaluation. 	<p><i>Collaboration and Partnership:</i></p> <ul style="list-style-type: none"> Provides limited evidence of a collaborative process and partnerships that represent a variety of committed key stakeholders, build upon existing collaboratives, connect existing program strategies, or provide a unified, integrated system of service. Provides limited evidence of effective use of public resources by combining and coordinating with federal, state, and local programs. Demonstrates limited evidence of a Sustainability Plan with sufficient resources and partners in place to implement the CSGP and the commitments it provides to sustain community service after the grant period ends. Provides a limited process for securing input from parents, community members, and other key stakeholder during program implementation, operation, and evaluation. 	<p><i>Collaboration and Partnership:</i></p> <ul style="list-style-type: none"> Provides minimal evidence of a collaborative process and partnerships, that represent a committed key stakeholders, build upon existing collaboratives, connect existing program strategies or provide a unified, integrated system of service. Provides limited evidence of effective use of public resources by combining and coordinating with federal, state, and local programs. Demonstrates minimal evidence of a Sustainability Plan with sufficient resources and partners in place to implement the CSGP and the commitments it provides to sustain community service after the grant period ends. Provides a minimal a process for securing input from parents, community members, and other key stakeholder during program implementation, operation, and evaluation.

Section 6 – Program Evaluation

Maximum Points Possible 4			
Presents an Exceptional Case Scores a “4”	Presents an Adequate Case Scores a “3”	Presents a Limited Case Scores a “2”	Presents a Minimal Case Scores a “1”
<p><i>Evaluation Component:</i></p> <ul style="list-style-type: none"> Effectively demonstrates capacity for providing all requested data, including comprehensive data for evaluating of program effectiveness as defined by the applicant and in cooperation with an independent evaluator. Clearly defines a process for evaluating students' performance to promote positive experiences for them and the community. Effectively demonstrates that evaluation results will be used to refine, and strengthen the program, and build community support. Clearly demonstrates how the applicant will effectively make the evaluation results available to the public. Clearly describes the quantitative outcome measures that will be used to evaluate the four components of the CSGP and show it impact on students, schools, and the community. 	<p><i>Evaluation Component:</i></p> <ul style="list-style-type: none"> Adequately demonstrates capacity for providing all requested data, including comprehensive data for evaluating of program effectiveness as defined by the applicant and in cooperation with an independent evaluator. Adequately defines a process for evaluating students' performance to promote positive experiences for them and the community. Adequately demonstrates that evaluation results will be used to refine, and strengthen the program, and build community support. Adequately demonstrates how the applicant will make the evaluation results available to the public. Adequately provides evaluation the quantitative outcome measures that will be used to evaluate the four components of the CSGP and show it impact on students, schools, and the community. 	<p><i>Evaluation Component:</i></p> <ul style="list-style-type: none"> Demonstrates limited capacity for providing all requested data, including comprehensive data for evaluating of program effectiveness as defined by the applicant and in cooperation with an independent evaluator. Provides limited evidence of a process for evaluating students' performance to promote positive experiences for them and the community. Demonstrates limited capacity to use evaluation results to refine, and strengthen the program, and build community support. Provides limited evidence that the applicant will make the evaluation results available to the public. Provides limited evaluation the quantitative outcome measures that will be used to evaluate the four components of the CSGP and show it impact on students, schools, and the community. 	<p><i>Evaluation Component:</i></p> <ul style="list-style-type: none"> Demonstrates minimal capacity for providing all requested data, including comprehensive data for evaluating of program effectiveness as defined by the applicant and in cooperation with an independent evaluator. Provides minimal evidence of a process for evaluating students' performance to promote positive experiences for them and the community. Demonstrates minimal capacity to use evaluation results to refine, and strengthen the program, and build community support. Provides minimal evaluation the quantitative outcome measures that will be used to evaluate the four components of the CSGP and show it impact on students, schools, and the community.

Section 7 – Organizational Capacity

		Maximum Points Possible 4		
Presents an Exceptional Case Scores a “4”		Presents an Adequate Case Scores a “3”	Presents a Limited Case Scores a “2”	Presents a Minimal Case Scores a “1”
<i>Organizational Capacity:</i>		<p><i>Organizational Capacity:</i></p> <ul style="list-style-type: none"> Effectively demonstrates that the lead organization’s previous relevant experience that supports the likelihood of the proposed successful implementation of the CSGP. Effectively demonstrates how specific staff will monitor local program delivery, provide leadership, and facilitate ongoing program development. Effectively demonstrates how program information will be disseminated to the community in a manner that is understandable, accessible, and planned to increase program support. Effectively demonstrates that program design and budget will be well connected and highly cost-effective. Effectively demonstrates how cultural diversity of staff will increase the chances for a successful CSGP summarizes the plan for staff development. 	<p><i>Organizational Capacity:</i></p> <ul style="list-style-type: none"> Adequately demonstrates that the lead organization’s previous relevant experience that supports the likelihood of the proposed successful implementation of the CSGP. Adequately demonstrates how specific staff will monitor local program delivery, provide leadership, and facilitate ongoing program development. Adequately demonstrates how program information will be disseminated to the community in a manner that is understandable, accessible, and planned to increase program support. Adequately demonstrates that program design and budget will be well connected and cost-effective. Adequately demonstrates how cultural diversity of staff will increase the chances for a successful CSGP summarizes the plan for staff development. 	<p><i>Organizational Capacity:</i></p> <ul style="list-style-type: none"> Provides limited evidence that demonstrates the lead organization’s previous relevant experience that supports the likelihood of the proposed successful implementation of the CSGP. Provides limited evidence how specific staff will monitor local program delivery, provide leadership, and facilitate ongoing program development. Provides limited evidence that demonstrates how program information will be disseminated to the community in a manner that is understandable, accessible, and planned to increase program support. Provides limited evidence that demonstrates that program design and budget will be well connected and cost-effective. Provides limited evidence that demonstrates how cultural diversity of staff will increase the chances for a successful CSGP summarizes the plan for staff development.

Section 8 – Budget Narrative				Maximum Points Possible 8
Presents an Exceptional Case Scores a “8”	Presents an Adequate Case Scores a “6”	Presents a Limited Case Scores a “4”	Presents a Minimal Case Scores a “2”	
<p><i>Budget Narrative:</i></p> <ul style="list-style-type: none"> Fully describes the classifications, roles, time base, and salary of the staff and consultants; and provides a clear description of any services to be purchased. Provides full justification for costs associated with local and statewide evaluation activities. Provides full information on costs to support a Community Service Regional Coordinator. Clearly identifies cash or in kind support to be contributed by collaborative partners and explains how the funds will be used in the CSGP. 	<p><i>Budget Narrative:</i></p> <ul style="list-style-type: none"> Adequately describes the classifications, roles, time base, and salary of the staff and consultants; and provides a clear description of any services to be purchased. Provides adequate justification for costs associated with local and statewide evaluation activities. Provides adequate information on costs to support a Community Service Regional Coordinator. Adequately identifies cash or in kind support to be contributed by collaborative partners and explains how the funds will be used in the CSGP. 	<p><i>Budget Narrative:</i></p> <ul style="list-style-type: none"> Provides limited information about classifications, roles, time base, and salary of the staff and consultants; and provides a clear description of any services to be purchased. Provides limited justification for costs associated with local and statewide evaluation activities. Provides limited information on costs to support a Community Service Regional Coordinator. Provides limited evidence that cash or in kind support to be contributed by collaborative partners and explains how the funds will be used in the CSGP. 	<p><i>Budget Narrative:</i></p> <ul style="list-style-type: none"> Provides minimal information about classifications, roles, time base, and salary of the staff and consultants; and provides a clear description of any services to be purchased. Provides minimal justification for costs associated with local and statewide evaluation activities. Provides minimal information on costs to support a Community Service Regional Coordinator. Fails to identify cash or in kind support to be contributed by collaborative partners and explains how the funds will be used in the CSGP. 	